

Status
OF
Preparation Programs
FOR
Guidance and Student
Personnel Workers

by

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Foreword

IN A FIELD developing as rapidly as that of guidance and student personnel work, there is a need for periodical studies which reflect current status. Especially is there a need for information about the academic programs which give professional preparation to operational personnel in this field. The selection of trainees and the academic courses they pursue bear a direct relationship to the competencies which they display later when assuming guidance and student personnel duties.

The study reported in this bulletin—the first of a series designed to give a nationwide view of preparation programs—presents the quantitative picture. The subsequent studies will explore the qualitative aspects of the programs.

Roland G. Ross, coauthor of the study, was on leave from his position as State Supervisor, Guidance Education, in the Iowa State Department of Public Instruction, to serve as a Consultant in the Guidance and Student Personnel Section, Office of Education, when the study was initiated. Dr. Frank L. Sievers, Chief of Section, had general direction of the study.

To secure information, the authors were dependent upon the Counselor Trainers in institutions of higher learning. Sincere thanks are extended to them, for without their cooperation the study would have been impossible.

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Introduction

THE EFFECTIVENESS of the work in any professional field is determined by many factors. None, however, make a greater impact than the selection and preparation of operational personnel. This is a matter of concern in any field where special preparation of the personnel is required, but it is of particular concern in guidance and student personnel work.

Numerous reasons could be cited as to why selection and preparation of operational personnel is a difficult problem in the guidance and student personnel field, but perhaps three could be cited as predominant. First, particularly at the elementary and higher educational levels, there is not complete agreement as to the role that operational personnel should assume. Second, the nomenclature has not been standardized to the point where designation of certain job titles and functions carry the same meaning for all concerned. Third, there is still some diversity of opinion as to what disciplines and what emphases should be included in the preparation program.

Moreover, guidance and student personnel work, particularly in its selection and preparation program phase, is a relatively new field which has expanded rapidly and which suffers from growing pains like any other new field in the process of reaching maturity. It was only in the February 1942 issue of the *Review of Educational Research* that the literature on selection and preparation was first reviewed in a separate section.

Another factor making it difficult to establish uniform preparation objectives is the lack of basic research and evaluative studies in the field. As late as 1954, Collins W. Burnett, in summarizing the literature wrote:

This writer is suggesting that at present neither selection nor training is well defined. Very little basic research has been reported in the literature for this area since 1951 when a similar review was made. Much of the literature reported in the present review consists of opinions of individuals or presentation of programs. This suggests an absence of need or an absence of awareness of the importance of research for selecting and training school and college personnel workers at the level of the graduate program.¹

¹ Burnett, Collins W. Selection and Training of School and College Personnel Workers. *Review of Educational Research*, 24: 121, April 1954.

In spite of the problems cited, much work has been done and progress made in determining preparation requirements and many groups have participated. State supervisors of guidance, counselor trainers, and professional organizations at the State, regional, and national levels have all made significant contributions. To present a detailed description of their activities would be beyond the purview of this bulletin but some of the more important milestones should be listed.

The Proceedings of the Sixth National Conference of State Supervisors of Guidance carried recommendations that counselor training should receive major emphasis in the program carried on by the supervisors.¹ Outstanding also in this respect were the Chicago and Raleigh counselor training conferences in 1945, sponsored jointly by the Division of Higher Education and the Occupational Information and Guidance Service (the latter, in 1955, incorporated with the present Guidance and Student Personnel Section) of the Office of Education. Representatives of 53 institutions of higher education having counselor training courses and 22 State representatives considered the problem of, and developed recommendations for, more effective counselor training programs.²

Historically, another major impetus was provided when counselor training became a reimbursable activity under the George-Barden Act in 1946. This added support and the results of the preceding conferences laid the groundwork for more intensive study, which culminated in a second conference jointly sponsored in the spring of 1948 by the Division of Higher Education and the Occupational Information and Guidance Service of the Office of Education. A group of State supervisors and counselor trainers met in Washington, D. C., with the responsibility for determining "what should be the preparation of counselors." At this conference, eight major areas were isolated and committees were appointed to develop materials. In September 1948, the committees again met in Washington and developed the basic materials which resulted in the publication of the *Counselor Preparation Bulletins* (commonly called the "Competency Bulletins"). These bulletins, probably more than any other publication, have influenced the thinking on what should be included in preparation programs and many of the titles they employed to identify areas of preparation have since been adopted as standard course titles.

¹ U. S. Office of Education. *Proceedings of the Sixth National Conference of State Supervisors of Occupational Information and Guidance*. Occupational Information and Guidance Series No. 14, Washington: U. S. Government Printing Office, 1945.

² U. S. Office of Education. *Training on the Undergraduate and Graduate Levels in the Principles and Practices of Guidance Work in Secondary Schools* (mimeograph). Washington: The Office, 1945.

The Study

IN SEPTEMBER 1947, the National Vocational Guidance Association, through its Division of Professional Training and Certification, appointed a planning committee to work out a manual on the preparation of counselors. Interest in this project spread until seven additional organizations expressed a willingness to cooperate. The results of the study were later published in *Counselor Preparation*.¹

All of these activities, and subsequent ones have made their contributions. As valuable as they are, however, much still remains to be done. Through surveys, research, evaluation studies, and other means, answers should be found to the following questions:

- What types of selection and preparation programs are now in existence?
- What are the duties and responsibilities of guidance and student personnel workers?
- How well do the present programs select and prepare trainees for the duties and responsibilities they will perform or ought to perform later on the job?
- What contributions can and should be made by the various disciplines in the preparation of guidance and student personnel workers?

The present study must be regarded as a partial answer to the first question. In no way is it intended as a definitive answer; rather, the data should be looked upon as a base upon which more probing studies can be formulated. This beginning should lead to inquiries which would determine how well guidance and student personnel workers have in fact been prepared for the duties they perform or should perform.

¹ National Vocational Guidance Association, *The American Personnel and Guidance Association. Counselor Preparation*. Washington 5: The Association, 1949.

Scope and Limitations

Scope

The major objectives of this survey were to obtain information concerning:

- The number of institutions having preparation programs in guidance and student personnel work.
- Some of the characteristics and the geographical distribution of the training institutions.
- The type of guidance and student personnel work for which trainees were being prepared and the degrees offered.
- The trainee selection techniques being employed.
- The required curriculum for the preparation of guidance and student personnel workers.

In addition, miscellaneous quantitative data were collected to provide some information on the supply and demand of guidance and student personnel workers.

In planning the survey, the assumption was made that the preparation of guidance and student personnel workers is made at the graduate level. This in no way was intended to minimize the importance of the undergraduate curriculum and the skills and knowledge acquired at that level: preparation in a field as complex as guidance and student personnel work must be continuous rather than compartmentalized at academic levels. But primarily because of these complexities the course of study must reach a degree of specialization ordinarily not offered at the undergraduate level.

Questionnaires (see appendix) were sent to 542 institutions of higher learning reported in part 3 of the *Education Directory* of the Office of Education which offer at least the customary first graduate degree. A total of 466, or 86 percent, of the institutions to which questionnaires were sent, responded. Of the institutions responding, 182 (39 percent) reported having a program for the preparation of guidance and student personnel workers, 273 (59 percent) reported no program, 7 reported having started programs, and 4 replied but did not complete the questionnaire. Questionnaires were received from every State, the District of Columbia, and two Territories.

From other sources, it was determined that 41 of the 76 institutions not returning the questionnaires do have training programs. Altogether, the questionnaires and the extra data about these 41 institutions show that a total of at least 223 institutions of higher education

have a preparation program for guidance and student personnel workers at the graduate level.

The data covered the 1956 summer session and the 1956-57 school year.

Limitations

The limitations of any questionnaire study are well known and the study reported in this bulletin is not immune to them. The attempt to survey a training program by means of a structured instrument is based upon the assumption that all programs are similar and that the items for study can be predetermined and reflected in a set pattern. Another corollary problem common to studies of this type concerns nomenclature: Do all terms used in the study have the same meanings to all respondents? And, finally, a questionnaire survey is better adapted to collecting quantitative rather than qualitative data.

Since the present survey was designed to reflect only the current status of guidance and student personnel training programs and not to evaluate them, the questionnaire method is, from that standpoint, an adequate approach. In regard to the other shortcomings inherent in this method, an attempt was made to exert some control on them when the questionnaire was constructed.

The first step was to consult with persons acquainted with and participating in training programs for suggestions as to what elements of information should and could be explored. With these suggestions as a base, a preliminary form was drafted and submitted to the same authorities for further suggestions and for modifications. The final step was a field test with persons responsible for the training programs in approximately 15 institutions. Here again, modifying suggestions were incorporated in the form and it was then completed.

In spite of changes and field tests, however, some respondents to the questionnaire interpreted some items in a manner different from the one intended. Although the responses have not been checked for accuracy, certain reservations concerning them will be mentioned in this bulletin.

A further word of caution should be mentioned in regard to interpreting the data which deal particularly with admission requirements and curricula offerings. They are in no way intended to be used for standards as to what constitutes an adequate program. The information as presented simply reflects the status quo, on a nationwide basis. Finally, the data should not be taken as reflecting all

aspects of the programs, since many programs are purposely flexible in order to meet the needs of individual trainees.

Within the limitations just described, the data represent minimum requirements for preparation programs in guidance and student personnel work.

Frequency of Programs, by Type, and by Level of Degree

As used in the text and tables of this bulletin, "type of program" refers to the educational setting in which training institutions are preparing trainees to perform guidance and student personnel duties: in college, secondary school, or elementary school. The tables also show the degree levels at which training is offered: the master's and the doctor's. The questionnaires asked for information about programs for which no degrees are offered, and this information is reported in table 1 under "Other."

Table 1.—Number of programs, by type and level (N=178)

Type of program	Number of programs, by level		
	Master's	Doctor's	Other
1	2	3	4
College.....	95	59	13
Secondary.....	174	66	26
Elementary.....	128	47	24

The responses on the questionnaires to the items covered by table 1 seem to indicate that most of the institutions have a curriculum which makes a distinction as to the kind of preparation needed by student personnel workers in a college, by guidance workers in a secondary school, and by guidance workers in an elementary school. Of the 182 respondents, all but four indicated this. These four stated that their curriculums are the same regardless of the type of personnel work the trainees intend to perform.

The responses reflected in the column "Other" of table 1 (programs for which no degree is offered) show that these programs for the most part are designed to qualify the trainees for State certification, a professional diploma, or some other kind of recognition.

Analysis of the Institutions

Characteristics of the institutions offering training programs are shown in the data collected for the following items: (1) size of graduate enrollment, (2) type of institution, (3) institutional control, and (4) geographical location.

Size

The size of the institution refers to the total graduate enrollment.

Table 2.—Number of programs, by graduate enrollment (N=172)

Graduate enrollment	Number of programs					
	Master's level			Doctor's level		
	College	Secondary	Elementary	College	Secondary	Elementary
1	2	3	4	5	6	7
Less than 50.....	3	10	7			
51-100.....	4	13	7			
101-200.....	9	27	20	1	3	1
201-300.....	10	24	19	1	3	1
301-400.....	8	14	9	4	4	3
401-500.....	6	10	7	3	3	3
501-600.....	5	9	7	4	4	3
601-700.....	5	8	6	3	4	2
701-800.....	3	4	2	3	4	2
801-900.....	4	7	5	4	4	
901-1,000.....	2	5	3	2	2	2
1,001-1,500.....	10	11	10	7	8	8
1,501-2,000.....	11	12	9	11	11	8
2,001-2,500.....	2	3	3	2	3	2
2,501-3,000.....	1	1	1	1	1	1
Over 3,000.....	12	13	13	13	12	11

¹ Indicates graduate enrollment step-interval in which median falls.

As would be expected, there is a substantial relationship between the size of the graduate enrollment and the level of training offered. The institutions with the smaller enrollments restrict themselves to the master's degrees and the larger institutions offer both master's and doctor's degrees.

When type of program is considered in relation to graduate enrollment, some variation is noticed at the master's level. The median enrollment of institutions offering training for the college programs falls in the 601-700 step-intervals compared with 301-400 for the secondary program and 401-500 for the elementary program. No differences exist in size of graduate enrollment for the three types of programs at the doctorate level.

Control

Table 3 shows the number of programs by legal control of the institution. For convenience, no differentiation is made between institutions under denominational control and those under other types of private control—all are grouped together.

Table 3.—Number of programs, by control of institution (N = 172)

Control of institution	Number of programs					
	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
State.....	57	103	77	36	38	26
Private (including denominational).....	31	60	43	22	25	21
Municipal.....	8	9	8	1	1	1

Preparation programs are most prevalent in State institutions, and this fact is emphasized when it is considered that although only 38 percent of the institutions responding to the questionnaire are under State control, they account for 60 percent of the programs.

Type

"Type of institution," as used in this bulletin, refers to the institution's primary training mission. Although no clear-cut delineations can be drawn in this regard, the following table gives some indication as to the overall function of the institutions offering preparation in the guidance and student personnel field.

Table 4.—Number of programs, by type of institution (N=173)

Type of institution ¹	Number of programs					
	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
A.....	18	40	28	1	1	1
B.....	4	12	11		1	
C.....	75	121	90	57	62	46

¹ A. Primarily a liberal arts, general, and teacher-preparation curriculum.

B. Primarily teacher-preparation curriculum.

C. Liberal arts and general, with one or more professional schools.

The percent of all institutions surveyed which reported having programs follows the same order as listed in table 4. Twenty-nine percent of type A institutions reported programs, 31 percent of type B, and 64 percent of type C.

Departmental Responsibility

Table 5 shows the number of programs, by department having major responsibility for the program. However, the reader must bear in mind that a trainee's courses are not restricted necessarily to the sponsoring department.

Table 5.—Number of programs, by department responsible for the program (N=177)

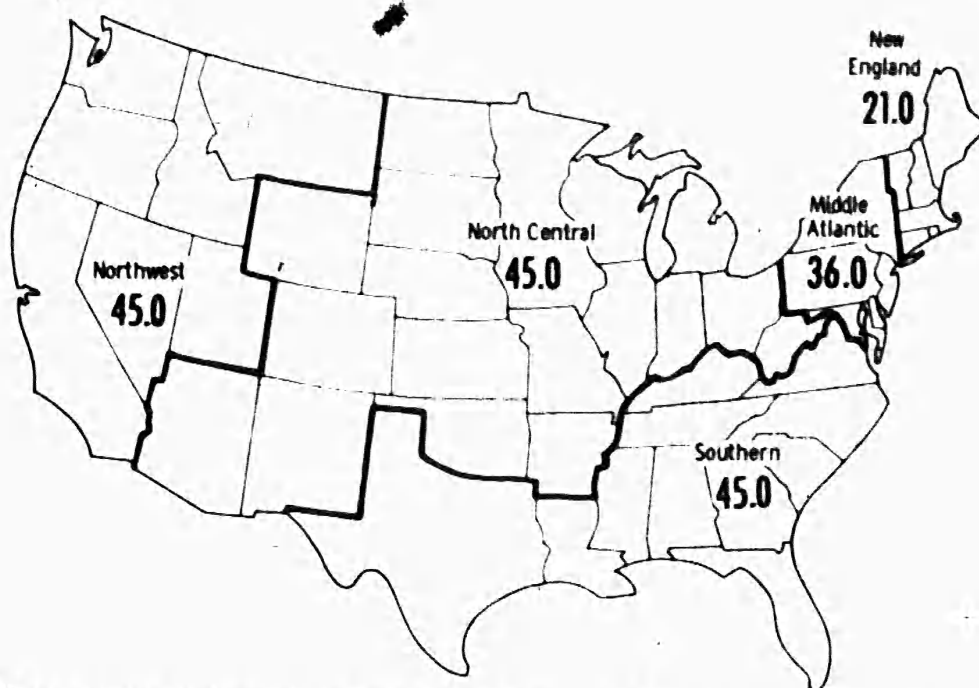
Department responsible	Number of programs					
	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Education.....	76	141	107	50	58	43
Psychology.....	6	6	5	5	3	2
Education and Psychology in same department.....	3	10	5	2	1	
Education and Psychology sharing.....	9	15	11	4	5	4
Interdepartmental.....	5	5	4	2	2	2

The greater part of the programs come under the responsibility of colleges or schools of education and usually the same department is responsible for directing them regardless of the type of training offered. There are, however, five exceptions among the college student personnel programs.

These five exceptions are cases where the college student personnel program falls under the responsibility of the psychology department in each institution concerned, while the secondary and elementary guidance programs fall under the responsibility of the department of education.

Geographical Location

The map below shows, by region, the percent of the reporting institutions which have preparation programs. Deviating from the traditional classification, the Northwest and Western regions are combined into one—the Northwest.



Percent, by region, of reporting institutions with preparation programs

Table 6, on the next page, also shows the geographical spread of institutions having preparation programs in guidance and student personnel work.

Table 6.—Number of programs, by geographical region (N=175)

Geographical region	Number of programs					
	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
New England	5	11	9	4	5	5
Middle Atlantic	21	38	31	12	14	10
North Central	32	57	36	20	24	17
Southern	12	38	26	11	12	7
Northwest	17	28	22	10	11	8

Institutions Not Having Programs

Although not a major consideration in the survey, the nature of the institutions not having preparation programs in guidance and student personnel work may be noted here. As previously pointed out, size of graduate enrollment is a related factor and the larger institutions have more programs. The median enrollment of institutions having no programs falls in the 51-100 step-interval. Thirty-nine institutions, however, each with a graduate enrollment of 200 or more, do not have programs. In 16 of these 39, the graduate enrollment exceeds 500.

When type of institution is considered, there is little difference between the percent of liberal arts institutions and teacher training institutions not having programs—approximately 70 percent in each case. Examined from the standpoint of control, those institutions having no guidance preparation programs show approximately 75 percent as being under private control.

Admission Requirements

This section presents data on the requirements for admission to preparation programs in guidance and student personnel work. In

addition, data were gathered on the number of applicants, the number denied admission, and the percent of trainees entering the program who were awarded degrees.

Specific Requirements

The investigation was limited to the requirements which were in addition to those which all graduate students ordinarily must meet. The requirements covered: (1) scholastic aptitude, (2) specific undergraduate preparation, (3) experience background, (4) personal qualifications, (5) counseling aptitude, and (6) interest in personnel work. Further requirements reflected the differences which might exist for levels of preparation and for admission to the master's and doctor's programs.

Some problems arose as to how the data should be interpreted. Primarily because of a difficulty in interpreting the questionnaire itself, the result later was that it could not be told whether an incomplete section (as happened in approximately 60 percent of the cases) meant there were no additional requirements or whether it reflected a failure on the part of the respondents to supply the data. Also, in most cases, it was not possible to distinguish those items which were applicable to the different types of training programs or degree requirements. As a result, the information is presented here in a descriptive rather than a tabular quantitative form.

Scholastic aptitude.—Grade average in undergraduate work is the single item most commonly employed to determine scholastic aptitude, with a "B" average used most frequently. This is followed by test results. The most frequently used texts are Miller Analogies Tests, Graduate Record Examinations, and Ohio State University Psychological Tests.

Specific undergraduate preparation.—Courses in education and psychology are the most frequent requirements in the area of specific undergraduate preparation. Of the two, education courses occur more frequently and require more hours than psychology courses. The number of hours required for both fields varies considerably but on the average the hours required in undergraduate education courses are about twice the number required in psychology.

Experience background.—When experience is a requirement for admission to preparation programs, teaching is by far the most frequently mentioned. The range in length of time is from 1 to 3 years with 2 years the average. In a limited number of cases, work ex-

perience in a field other than teaching is required. When this is a requirement, it is usually used in conjunction with teaching or restricted to experience classified as "equivalent," "similar," "appropriate," or some other type of work experience which implies an educational setting. There is some indication, however, that when the experience background is required, whether in teaching or in other fields, it is more applicable to the doctor's program than to the master's.

Personal qualifications.—There is agreement that personal qualifications should be a factor in the admission procedures, but the difficulties involved in objective measurements make this one of the most perplexing areas to evaluate. When this factor is assessed, it is done usually through "committee screening," "interview," "recommendations," or methods which are identified as subjective evaluation. Two institutions, however, reported the use of the Minnesota Multiphasic Personality Inventory as a screening device for ascertaining personal qualifications.

Counseling aptitudes.—Little or no use of counseling aptitudes as a requirement for admission to either the master's or doctor's programs was reported. Appraisal of supervised practice courses was used in the few instances where reported as a requirement for admission to the doctor's program.

Interest in personnel work.—As with the two preceding qualifications, interest in personnel work is considered an important prerequisite, but the measurement problems involved make it difficult to administer. In the few institutions reporting it as a special requirement, interviews, type of work experience, or a prepared statement by the applicant were most frequently employed. In one instance, the results from the Strong Vocational Interest Blank were used.

No uniform procedures seem to be followed when dealing with candidates who do not meet the special admission requirements. If failure to meet the requirements involves scholastic aptitude or specific undergraduate preparation, the following three procedures were found the most prevalent: (1) admission is denied, (2) the applicant is admitted to the program on a probation status, or (3) additional undergraduate work is required to obtain credit in specific courses or to attempt to raise the grade average. The last applies solely to admission at the master's level, while the first two are applicable to both the master's and doctor's levels. When experience background is a requirement and is lacking, the applicants are sometimes denied admission until the requirement has been fulfilled.

Applicant and Denial Data

Because of the nature of the question on the number of applicants applying for admission and the number denied admission, fewer than half of the institutions were able to supply the data requested. There were, however, a sufficient representative number of responses to provide a sample so that comparisons can be made (see table 7).

Table 7.—Number of applicants and denials, by type of program and level of degree (N=80)

Type of program	Level of degree					
	Master's level			Doctor's level		
	Number of applicants	Denials		Number of applicants	Denials	
		Number	Percent		Number	Percent
1	2	3	4	5	6	7
College.....	216	35	16	278	107	38
Secondary.....	1, 512	245	16	244	128	52
Elementary.....	305	65	21	55	19	35
Total.....	2, 033	345	17	577	254	44

As would be expected, a lower percent of the applicants was denied admission to the master's program than to the doctor's. A difference in selectivity can be noted, however, among the types of programs at the doctor's level when the percent of denials for the secondary program figures is compared with the percents for the college and elementary program.

Degree Completion Data

There is quite a wide range in the figures reported on the percentage of trainees entering the program who complete a degree. In spite of the range, however, there is a tendency for the figures to cluster around a central point. Table 8, computed in step intervals of five, shows the range and the median for trainees completing the degree.

The most significant factors to note in table 8 are that trainees in the college program complete their degrees at both academic levels more frequently than those in other programs and remain constant for the two levels. There is, however, a decrease in percent of completions between the master's and doctor's levels for secondary and elementary.

Table 8.—Range and median of trainees completing course of study, by level of degree and type of program (N=130)

Range and median	Percentage completing course, by level of degree and type of program					
	Master's level			Doctor's level		
	College	Secondary	Elementary	College	Secondary	Elementary
1	2	3	4	5	6	7
Range.....	50-100	30-100	30-100	50-100	30-100	50-90
Median.....	90	80	80	90	75	75

Curriculum for Preparation of Guidance and Student Personnel Workers

The data collected for this section reflect the courses by type and level which make up the program of study for the preparation of guidance and student personnel workers. The areas-of-preparation breakdown on the questionnaire followed the classification in the Series of Reports on Counselor Preparation developed by the National Association of Guidance Supervisors and Counselor Trainees and the Office of Education.

Institutions were requested to list the courses and number of hours *usually required*, checking those *specifically required*. In processing the data, it was found that the differences between these categories were negligible; consequently, the data as presented show the courses and number of semester hours specifically required.

Data from 152, or 84 percent, of the institutions reporting programs are included in table 9 beginning on the next page.

Table 9.—Requirement data on areas of preparation, by type of program and level of degree

These data show: (A) the number of institutions reporting on this section, by type of program and level of degree, and (B) the course work, by areas of preparation, specifically required for the guidance and student personnel-work curriculums. All requirement units are in terms of semester hours.

A. Number of Institutions Reporting

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Number of institutions.....	78	152	120	45	54	39

B. Requirements by Area of Preparation

1. Analysis of the Individual

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions re-quiring work in area.....	92	92	90	100	83	92
Range in number of hours required.....	2-12	2-15	2-15	2-19	2-19	2-19
Average number of hours re-quired.....	4.6	4.7	4.7	7.7	8.2	8.5

Typical course titles:

Individual Testing, Analysis of the Individual, Psychological Measurements, Educational Measurements, Tests and Measurements, Diagnostic Testing, Group Tests and Techniques, Mental Measurements, Personality Testing, etc.

Table 9.—Requirement data on areas of preparation, by type of program and level of degree—Continued

2. Educational and Occupational Information

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions re-quiring work in area.....	90	90	67	98	89	70
Range in number of hours required.....	1-9	1-9	2-9	2-8	2-9	2-9
Average number of hours re-quired.....	2.9	2.9	2.9	3.2	3.4	3.4

Typical course titles: *

Occupational Information and Guidance, Educational and Occupa-tional Information, Occupational Information, Occupational Trends, Informational Services, Vocational Guidance, Occupational Analysis, etc.

3. Counseling

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions requiring work in area.....	94	94	90	100	93	97
Range in number of hours required.....	2-8	2-8	2-9	2-9	2-9	2-9
Average number of hours required.....	3.6	3.5	3.5	5.1	4.7	4.4

Typical course titles:

Techniques of Counseling, Introduction to Counseling and Guidance, Case Studies in Counseling, Tools and Techniques of Counseling, Theories and Techniques of Counseling, Counseling High School Pupils, Parent Counseling, Counseling Interviews, etc.

Table 9.—Requirement data on areas of preparation, by type of program and level of degree—Continued

4. *Practicum Internships and/or Supervised Practices*

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions requiring work in area	65	59	60	96	81	87
Range in number of hours required	2-11	1-13	1-11	2-15	2-15	2-15
Average number of hours required	3.3	3.5	3.2	5.1	5.2	5.4

Typical course titles

Internship, Field Work, Practicum in Counseling, Laboratory in Counseling, Clinical Practices, etc.

5. *Group Procedures*

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions requiring work in area	32	32	32	40	44	54
Range in number of hours required	1-3	1-9	1-9	2-4	2-4	2-4
Average number of hours required	2.2	2.6	2.6	2.7	2.7	2.6

Typical course titles:

Group Procedures, Group Techniques in Guidance, Group Guidance, Group Dynamics, Student Personnel Work, Group Processes, etc.

Table 9.—Requirement data on areas of preparation, by type of program and level of degree—Continued

6. Organization and Administration

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions re-quiring work in area.....	74	76	71	91	83	85
Range in number of hours required.....	2-6	1-9	2-8	1-12	1-9	1-7
Average number of hours required.....	3.0	2.9	2.9	3.7	3.4	3.2

Typical course titles:

Organization and Administration of Guidance, Programs in Higher Education, School Administration, Curriculum Development.

7. Placement.

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions re-quiring work in area.....	10	7	8	7	7	5
Range in number of hours required.....	1-4	1-6	1-6	3	3-6	3-6
Average number of hours re-quired.....	2.7	3	2.7	3	3.7	4.5

Typical course titles:

Principles of Placement, Techniques of Followups and Placement, Community-Welfare Organizations, Vocational Information and Placement, etc.

Table 9.—Requirement data on areas of preparation, by type of program and level of degree—Continued

8. *Followup and Evaluation*

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions requiring work in area.....	5	3	3	9	7	8
Range in number of hours required.....	1-3	1-3	1-3	2-3	2-3	2-3
Average number of hours required.....	1.7	1.7	1.7	2.7	2.7	2.6

Typical course titles:

Seminar in Student Personnel, Measurement and Evaluation, Evaluation, Laboratory in Evaluation Instruments, etc.

9. *Philosophy and Principles*

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions requiring work in area.....	87	82	77	80	81	90
Range in number of hours required.....	2-9	1-12	2-6	2-12	2-12	2-8
Average number of hours required.....	3.0	3.1	2.9	4.2	3.9	3.6

Typical course titles:

Principles of Guidance, Philosophy of Guidance, Principles and Practices of Guidance, Guidance in the Elementary Schools, Basic Principles of Guidance, Basic Procedures in Student Personnel Work, Philosophy of Education, Introduction to Guidance, etc.

Table 9.—Requirement data on areas of preparation, by type of program and level of degree—Continued

10. *Methods of Research and Evaluation (including statistics)*

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions requiring work in area.....	76	74	69	100	100	100
Range in number of hours required.....	1-14	1-14	1-9	2-17	2-17	2-17
Average number of hours required.....	4.3	4.0	3.9	8.3	8.2	8.1

Typical course titles:

Research in Education, Statistical Methods in Education and Psychology, Statistics, Methods of Research, Educational Statistics, Methods in Educational Research, Research Design, etc.

11. *Psychological Foundations*

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions requiring work in area.....	68	73	69	89	81	90
Range in number of hours required.....	2-18	2-18	1-18	2-32	2-32	2-32
Average number of hours required.....	6.3	6.8	6.9	13.7	13.3	12.4

Typical course titles:

Psychology of Adolescence, Child Development, Psychological Foundations in Education, Growth and Development, Psychology of Learning, Mental Hygiene, Theories of Personality, Social Psychology, Clinical Practices, Abnormal, etc.

Table 9.—Requirement data on areas of preparation, by type of program and level of degree—Continued

12. *Sociological Foundations*

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions requiring work in area	19	16	16	31	30	33
Range in number of hours required	2-4	2-4	2-4	2-7	2-7	2-7
Average number of hours required	2.6	2.7	2.7	3.2	3.1	3.2

Typical course titles:

Foundations of Sociology, Social Work Methods, etc.

13. *Economic Foundations*

Item	Master's level			Doctor's level		
	College	Second-ary	Elemen-tary	College	Second-ary	Elemen-tary
1	2	3	4	5	6	7
Percent of institutions requiring work in area	1	1	1	4	4	5
Range in number of hours required	2	2-3	3	3-4	3-4	3-4
Average number of hours required	2	2.5	3	3.5	3.5	3.5

Typical course titles:

Foundations of Economics.

14. *Additional Required Courses*

A section of the questionnaire was devoted to required courses which, in the opinion of the respondent, did not fit into the foregoing structured categories. Examples of course titles reported are: Educational Philosophy, Curriculum, Foundations in Education, Family Structure and Organization, School Laws, Fundamental Educational Issues, Organization of Student Residences, Extra-Class Activities, etc.

Summarizing the areas of preparation in a form somewhat different from that used by table 9, table 10 shows these areas according to the percent of institutions requiring them (in rank order) and according to the average number of hours required. Table 11 again summarizes the areas in still different form.

Table 10.—Areas of preparation: Rank order, percent of institutions requiring and average number of hours required—master's level and doctor's level

Area of preparation	Rank order	Percent of institutions requiring	Average number of hours required
1	2	3	4
MASTER'S LEVEL			
Counseling.....	1	93	3.5
Analysis of the Individual.....	2	91	4.7
Educational and Occupational Information.....	3	82	2.9
Philosophy and Principles.....	3	82	3.
Organization and Administration.....	4	74	2.9
Methods of Research.....	5	73	4.
Psychological Foundations.....	6	70	6.6
Practicum.....	7	61	3.3
Group Procedures.....	8	32	2.4
Sociological Foundations.....	9	17	2.6
Placement.....	10	8	2.8
Followup and Evaluation.....	11	4	1.7
Economic Foundations.....	12	1	2.5
DOCTOR'S LEVEL			
	5	6	7
Method of Research.....	1	100	8.2
Counseling.....	2	97	4.7
Analysis of the Individual.....	3	92	8.1
Practicum.....	4	88	5.3
Psychological Foundations.....	5	87	13.1
Organization and Administration.....	6	86	3.4
Educational and Occupational Information.....	6	86	3.3
Philosophy and Principles.....	7	84	3.9
Group Procedures.....	8	46	2.6
Sociological Foundations.....	9	31	3.1
Followup and Evaluation.....	10	8	2.6
Placement.....	11	6	3.7
Economic Foundations.....	12	4	3.5

Table 11.—Areas of preparation: Rank order of institutions requiring, and rank order of average number of hours required (master's level and doctor's level), by type of program

Area of Preparation	Rank order of institutions requiring, by type of program			Rank order of average number of hours required, by type of program		
	College	Secondary	Elementary	College	Secondary	Elementary
1	2	3	4	5	6	7
MASTER'S LEVEL						
Analysis of the Individual.....	2	2	1	2	2	2
Educational and Occupational Information.....	3	3	7	8	8	7
Counseling.....	1	1	1	4	4	4
Practicum.....	8	8	8	5	4	5
Group Procedures.....	9	9	9	11	11	12
Organization and Administration.....	6	5	4	6	8	7
Placement.....	11	11	11	9	7	10
Followup and Evaluation.....	12	12	12	13	13	13
Philosophy and Principles.....	4	4	3	6	6	7
Methods of Research.....	5	6	5	3	3	3
Psychological Foundations.....	7	7	5	1	1	1
Sociological Foundations.....	10	10	10	10	10	10
Economic Foundations.....	13	13	13	12	12	6
DOCTOR'S LEVEL						
	8	9	10	11	12	13
Analysis of the Individual.....	1	4	3	3	2	2
Educational and Occupational Information.....	4	3	8	9	9	9
Counseling.....	1	2	2	4	5	6
Practicum.....	5	6	6	4	4	4
Group Procedures.....	9	9	9	12	12	12
Organization and Administration.....	6	4	7	7	9	10
Placement.....	12	11	12	11	7	5
Followup and Evaluation.....	11	11	11	12	12	12
Philosophy and Principles.....	8	6	4	6	6	7
Methods of Research.....	1	1	1	2	2	3
Psychological Foundations.....	7	6	4	1	1	1
Sociological Foundations.....	10	10	10	9	11	10
Economic Foundations.....	13	13	12	8	8	8

Supply and Demand Data

The study was planned to obtain general information concerning the supply of guidance and student personnel workers and the demand for them. Data were collected on four items for the 1955-56 school year and the 1956 summer session: (1) the number of earned degrees with majors in guidance and student personnel work, (2) the number of placement requests received, (3) the number of degree recipients who were actively engaged in guidance and student personnel work, (4) the number of students enrolled in preparation programs.

Earned Degrees

The majority of institutions were able to supply data on earned degrees. Of those not reporting, the primary reason given was that the data were not classified and maintained in the form requested.

Table 12.—Number of earned degrees by type of program and level of degree (N = 132)

Type of program	Level of degree	
	Master's	Doctor's
College.....	227	82
Secondary.....	1, 293	62
Elementary.....	206	8

In addition, 271 earned degrees (244 master's and 27 doctor's) were reported by 16 institutions with a statement that it was not possible to categorize them by type.

Placement Requests

It was difficult for some of the institutions to answer the item as to number of placement requests received because (1) frequently no formal records were maintained and (2) some requests within a given institution were directed to a person other than the respondent. Also, it was not possible in the study to control multiple requests, i. e., the same request being sent to more than one institution.

Although the figures presented reflect neither a complete nor an accurate picture of the demand for guidance and student personnel workers, they do provide a rough index of need and provide some comparative data as to the demand by types and levels of training.

Table 13.—Placement requests, by type of program and level of degree (N=106)

Type of program	Level of degree	
	Master's	Doctor's
College.....	518	397
Secondary.....	1,861	120
Elementary.....	318	18

Ten additional institutions reported receiving more requests than they were able to fill, but did not supply the figures.

Engaged in Guidance or Student Personnel Work

The inquiry in this section of the questionnaire was to ascertain the number of persons who had obtained a degree the previous year and who at the time of the study were actively engaged in guidance and student personnel work.

A sizable group of institutions were not able to report data on this item. The most frequent reason given was that the institution did not have a formal followup program.

Figures from institutions reporting on both items (number of degrees and number actively engaged) were the only ones used in compiling the data for table 14. For ease of interpretation, percentages are used.

Table 14.—Percent, by type of program, and level of degree, of recipients actively engaged in guidance and student personnel work (N=99)

Type of program	Percent, by level of degree	
	Master's	Doctor's
College.....	83	96
Secondary.....	69	72
Elementary.....	48	75

Additionally, figures from 11 institutions which were reported without a breakdown by type or level show that 75 percent of the degree recipients were working in the field.

Current Enrollments

The final questionnaire item on quantitative data was a request for the number of persons enrolled for preparation in guidance and student personnel work. Table 15 shows the results.

Table 15.—Number of enrollees, by type of program and level of degree (N=118)

Type of program	Number of enrollees, by level of degree	
	Master's	Doctor's
College.....	404	371
Secondary.....	3,997	288
Elementary.....	872	83

Sixteen additional institutions reported figures, not broken down by type, that showed 566 enrollees at the master's level and 82 at the doctor's.

Contemplated Changes

The last section of the survey inquired as to what changes were contemplated in the programs for the preparation of guidance and student personnel workers. Although relatively few responses came in for this item, these few did show that the changes for the most part center around (1) establishing or improving practices or supervised experiences, and (2) adding new courses and extending the programs to include additional types of preparation. The following excerpts illustrate the types of changes contemplated:

“... Our supervised practice course is limited and we hope to be able to offer the opportunity for more supervised experience in the near

future. We hope also to extend supervised counseling into other areas, such as employment service work. . . . Our program in student personnel work in higher education will be initiated next fall (1957). In this area, we hope to add a credit course for internship and a seminar as enrollment warrants."

"At present, attempting to establish selective criteria for entrance to both master's and doctoral programs as well as continuous selective retention policies. Have organized a new department of Educational Psychology in the College of Education which will integrate into the guidance-training program and provide several new courses . . . which will be required of all candidates, especially the doctoral ones. We have also recently opened a Guidance and Counseling Center and will have new requirements in terms of internships as part of the training program."

"Reduce . . . 4-unit introductory course in Student Personnel Work to 3 units. Add 2-unit course in Group Guidance Techniques (as separate course rather than part of other courses as at present). Plans for expanding opportunities of internships for student personnel work at college level."

"Studying ways of bringing the M.A. program and the Credential program into better alignment."

"The program is undergoing extensive revision. It is planned to emphasize the vocational aspects which seem to have been weak. Also a better psychological background is contemplated along with a supervised internship in addition to student teaching or teaching experience presently required."

"Develop new Master's Degree in Personnel. Require more units in special areas of concentration with specific graduate core for all."

"Continuous improvement of admission procedures. Elimination of any overlapping in course work. Improvement of controls and quality of field work. Introduction of two or three new courses, e.g., (1) Advanced Mental Testing; (2) Group Guidance; (3) Graduate course in Elementary School Guidance."

"Increase in extent and variety of supervised practice."

"We anticipate a reorganization of content in several courses which will not alter substantially the total program. Provision will be made for more extensive case work under supervision."

"We are contemplating a study and examination of the present program: (a) selective procedures and requirements, (b) course content and course sequence, (c) additional courses needed for program, (d) a 'special' program for elementary guidance."

"Curriculum will be revised so far as specifically required courses are concerned, allowing the student greater freedom in completing his major requirements. Some additional courses in subject matter fields other than Education will be accepted for work toward the degree."

"We are planning to place more emphasis on practical field work in Counseling and Guidance on both the Master of Arts and doctoral levels. The catalog lists two field work courses, but many of our employed students are unable to take field work because of unavailability during day-time hours. Most of these employed students,

however, are currently engaged in counseling and guidance activities and are getting practical experience in their daily work."

"We are currently planning a High School Testing Center which will offer a referral service to high school students in the area on problems of vocational and educational planning. The service may ultimately be available for schools via a visiting team of counselors. The purpose is to supplement high school guidance services and provide a training experience in counseling for guidance trainees. A general consultation service for guidance facilities in secondary schools will also be developed."

"Expect soon to be offering the doctorate. When we do, the program will be changed by (among other things) (1) setting up seminars, (2) requiring supervised practice, (3) increasing courses to 3 credits, (4) requiring courses from psychology and other departments."

"More direction in the training of college personnel will be inaugurated in our program in the future. It is possible that additional courses will be offered in this area."

"Last year we organized a Department of Personnel Services in our College of Education. This department is responsible for providing professional preparation for such personnel as elementary and secondary school guidance resource persons, and school counselors; coordinators of pupil personnel services at the state, system-wide and local school levels; college personnel workers for such positions as dean of student personnel, dean of men, dean of women, housing director, dormitory counselors, and general counselors; teacher, supervisor, and administrator of exceptional child education programs; visiting teachers; and rehabilitation counselors. We are now in the process of developing a core program for all persons in guidance and personnel work. Beyond this there are opportunities for preparation for specific positions in the field of guidance and personnel work."

"Some basic graduate work, especially practicum, is in summer school. We hope to improve this situation."

"We are developing more facilities for trainees in (a) guidance and counseling at the college level, (b) marriage counseling, especially for teachers and religious workers."

"Just added a special master's degree program for college personnel workers that does not require (as a prerequisite) undergraduate work in Education—but allows Psychology or Sociology majors to qualify on the basis of their own area of concentration."

"We are striving to add a counseling practicum to the curriculum."

"We would like to strengthen the material taught in testing and/or require additional courses in these areas. We would like to add a course in group procedures. We would also like to provide for a supervised internship within the college student counseling center itself. It is also likely that our college will have its own doctoral program soon and we have been thinking through the necessary additional courses for the doctoral level."

"Would like to add other personnel but will not be able to in the immediate future. Will add a seminar in Research and Evaluation in Counseling and a course entitled Group Procedures in Guidance. If both of these go through, Organization and Administration of Guidance will be dropped and its content incorporated in the Principles of Guidance. We can do this by taking some Group Procedures in

Guidance context out of the Principles course and cutting each of the other units a little bit."

"No change is contemplated immediately. The present plan is to fit the program to the needs of the student. Some courses now taught separately may be combined. Most of the people now preparing for counseling take minimum preparation to meet teaching requirements—16 hours in basic courses including Practicum. Demand is still limited in the area of the college services."

"Plan to establish a guidance laboratory."

"Raising some course credits from 2 to 3. . . . Adding a counseling laboratory to our facilities. Adding an additional staff person, school year after next. Tightening admission requirements."

"We are contemplating an increase in the number of undergraduate credits in psychology necessary for admission to the program."

"In not too distant future we want to develop a program for Elementary School Counselors, and later push the preparation to the second-year graduate level."

"We are giving serious thought to an enlarged evening program in the guidance field."

"We intend to have more specific requirements for the doctorate and require a series of experiences for all doctorate students, part-time and full-time."

"We are adding a few courses: (a) Group Techniques in Guidance, (b) Reading Course in Guidance, (c) Field Experience in Guidance, (d) Internship in College Personnel Work, (e) Guidance Functions in the Elementary School. We are stepping up our Laboratory work which precedes the internship by adding seven interviewing rooms or offices with one-way vision screens and/or closed-circuit television cameras for remove supervision and for observation by groups."

"Closer ties to our university student personnel services."

"A major development has just been accomplished with the approval by our Graduate School of a new two-year professional program leading to the Specialist Certificate in School Psychological Services. This is a 90 credits (quarter credits) program with a major in Educational Psychology and related core courses in Psychology and Child Welfare. Minor work may include choices from the wide range of professional and academic curriculum areas at the graduate level. This program enables further professional preparation for school counselors, rehabilitation workers, school psychologists, reading specialists, special education and remedial teachers. Programs of study are possible for each of these specialties within the 2-year plan of the Specialist Certificate."

"Because of an increasing number of requests, the administration is considering introducing a program for teachers who wish to prepare as guidance workers in the elementary school."

"We will develop and enlarge our program for elementary school counselors."

"A program with a major in counseling psychology at the doctoral level is being considered. Would require a year's internship."

"Development of courses to fill gaps in program. Curriculum for teacher-counselor. Full major in guidance. Selection of candidates, counselor-trainee position."

"All courses changed from 2 semester hours to 3 semester hours."

"We are considering adding a program for preparing School Psychologists in our summer program. Thus, a person might combine psychology and guidance."

"Anticipated changes in . . . State guidance certification requirements in the areas of work experience and field observation."

"We want to realign our hours in practicum so that our counselor-trainees will have at least two credit hours in Practicum on the provisional level."

"Next year we are hoping to add an on-campus practicum in counseling. Next year we are hoping to change many of our courses from a 2-credit to a 3-credit basis, although with no net addition to the total required hours."

"Additional course added to requirements—Group Activities in Guidance."

"Add courses in Educational and Occupational Information, Advanced Counseling, and Practice in Counseling."

"We may and likely will move toward a doctor's degree within 5 or 6 years. We are considering guidance laboratories, internships, advanced courses in counseling."

"In the near future, we hope to work out a more adequate program of supervised practicum for master's candidates."

"In the 1958-59 school year we will inaugurate a doctoral program. We are also developing and expanding our practice stations and will institute internships in 1959."

"Our program is being reviewed. When this is complete more emphasis will probably be directed toward Student Personnel Services in Higher Education. This will probably include the addition of at least one course in this area."

"... All programs in our Graduate Department of Education, including guidance, may be required to follow a core of 'foundation areas' (e. g., sociological, economic, historical, psychological, and philosophical). Definite changes not yet announced. ... Our course Practices and Personnel Administration (2 credits) will be offered in our Graduate Business Administration Department rather than in the Education Department. ... Several anticipated changes in the

guidance program have been delayed until the new State requirements for counselors are announced and adopted. Our program for guidance in the elementary school will begin this September even though the newer State requirements will not have been adopted by then. . . . New course titles and catalog numbers, effective September 1957. . . . New requirements for guidance majors (add, 2 credit course in Counseling and 2 credit course in Group Guidance; drop one, 2-credit course in Philosophy and 2 credits in Psychology of Atypical Child), effective September 1957."

"We are right now concluding our biennial survey of present and former students' opinions and experiences. We are also assaying our programs of professional preparation of counselors by contacting their employers and visiting the schools in which many are employed. Changes will be based upon all of these findings."

"We shall offer a basic source of 4 credits (semester) in the guidance function (all levels) for teachers and as foundation course for specialists. Practicum I will be open to people who have had the basic course. Practicum II will require a number of other prerequisites, such as psychological testing, mental hygiene, special course in occupational information, etc."

"We have just introduced a program for Teacher Education for Exceptional Children. This report reflects courses which have been added because of this program."

"We hope to add a course in Occupational Information. Currently most of our students have gone directly to the State department of education for the certificate. At the present time, only those who entered the program in 1955-56 will be certified through the program here."

"At the present time we plan to add an Introduction to Counseling course as a prerequisite to the Counseling Practicum."

"Addition of a Practicum (supervised practice) course. Addition of Seminar (non-credit) for Guidance majors. Setting up selection procedures for entry into Guidance program."

"We are working on a program to improve our Practicum."

"Planned to fulfill the requirements of the . . . State for certification. For school counselor: Guidance Program—at least 3 semester hours; The Pupil Served—at least 6 semester hours; Resource Areas—at least 21 semester hours."

"We are moving toward a master's degree of 30 to 45 semester hours, depending on the needs of the individual student."

"We shall probably increase the depth of instruction in the area of occupational and educational information and vocational guidance, especially for the doctor's degree."

"It appears that most doctoral work will line up during long session while most training of school counselors will tend to come in summer. We are planning to tackle the summer job through block training, following the system of levels of training we use here."

"First summer: Introduction to Guidance . . . and Measurement if necessary plus ancillary courses in understanding of pupil served and school and community.

"Second summer: Occupational Information . . . and Techniques of Counseling . . . en bloc plus instruction in group procedures and organization and administration of services as part of a 6-week block. Second term: ancillary courses.

"Third summer: Practice Counseling . . . and Adjustment Counseling . . . en bloc, accompanied by further emphasis on group procedure and administrative problem. Second term: ancillary courses. Begin thesis.

"School year after third summer: Advance Practice with supervision in the field and complete thesis. (One must have taught three years to secure a counselor's certificate in the State.)"

●

"The important change is the 'Intern' program. This is going to be the strong point of our program. I hope that we can change the accounting methods in the Graduate office so that we can give you figures such as you requested, in future reports."

●

"We plan to organize our counselor training program to meet the standards proposed by the American Psychological Association and thus meet the standards of the American Personnel and Guidance Association. Our plan is to make Guidance and Counseling an integral part of the School of Education, with major emphasis on training counselors for employment in the educational setting: (1) reduction of hour requirement in undergraduate education; (2) development of coordinated program for training guidance workers, school psychologists, visiting teachers, etc.; (3) attempt to develop and improve practicum training for counselors; (4) improvement of program for elementary school personnel; (5) investigating the possibilities of offerings beyond the master's degree level."

●

"Seriously under consideration: (1) more definite undergraduate, or equivalent, preparation; (2) requirement of definite courses in these areas—(a) measurement and evaluation, (b) counseling techniques; (3) work towards more definite practicum."

"We feel the need of a course in statistics or educational research and also in group guidance procedures. We are looking forward to the establishment of the Graduate School in order to make a revision of the training program."

The foregoing excerpts disclose the fact that the initiation, extension, and improvement of supervised practice are the areas most frequently mentioned where changes are contemplated. These changes apply to all three types of programs but most frequently affect student personnel work, followed by elementary guidance, then secondary guidance.

Initiating new types of programs is the item which follows supervised practices in frequency. Here, again, student personnel programs rank first but they are followed closely by programs in elementary guidance. Programs in secondary guidance receive little mention in this regard, primarily because they already exist in most of the institutions under study.

In terms of frequency the third area where changes are contemplated is the addition of certain courses. Those in group guidance head the list and are followed by courses in occupational information. Apparently also some institutions contemplate increasing course requirements in psychology and testing.

By way of summary, it could be stated that the contemplated changes reflect additions or extensions to the existing program patterns rather than basic modifications.

Form OSP-1

APPENDIX

Budget Bureau No. 51-5701
Approval expires July 1, 1957

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington 25, D. C.

SURVEY OF PROGRAMS FOR THE PREPARATION OF
GUIDANCE AND STUDENT PERSONNEL WORKERS

Name of Institution: _____

Name of Person Reporting: _____

Title: _____

Date: _____

I. Level of Program:

Does your institution offer a program of preparation for personnel and guidance workers in college, secondary or elementary schools leading to graduate degree or the "granting of a certificate," "approval," etc? Indicate by writing "yes" or "no" in the appropriate space.

	Master's	Doctor's	Other
College			
Secondary			
Elementary			

NOTE: If you do not offer any of the above programs you need not complete the rest of the survey, BUT PLEASE RETURN QUESTIONNAIRE.

II. Responsibility for Program:

Where does the major responsibility for directing the program rest? (If all programs are not under the direction of the same department, please explain.)

Education: _____

Psychology: _____

Other (explain) _____

III. Special Admission Requirements

A. If you have special admission requirements in addition to those ordinarily required of all graduate students, complete the following chart by:

1. Placing an "X" in columns 2, 3 or 4 if it is required for the Master's degree.
2. Placing a "Y" in columns 2, 3 or 4 if it is required for the Doctor's degree.
3. Giving complete explanation of requirement in column 5.

(NOTE: If you have no special admission requirements for the preparation of personnel workers over and above those ordinarily required of all graduate students, you should not complete this chart.)

	1				5
	2	3	4	5	
Additional Requirements					
1. Minimum aptitude					Specific Nature of Requirements and Criterion or Techniques Used to Evaluate Qualification of Candidates
2. Specific undergraduate preparation					
3. Experience background					
4. Personal qualifications					
5. Counseling aptitude					
6. Interest in personnel work					
7. Other (please be specific)					

- B. If the candidate does not meet the requirements as described in II, A above, what course of action is followed? (Explain) _____
- _____
- _____
- _____

- C. On the basis of the selection procedures, how many candidates who applied for admission during the 1956 summer session and 1956-57 school year as majors in the academic program were not accepted?

	Master's		Doctor's	
	Applied	Denied	Applied	Denied
1. College.....	_____	_____	_____	_____
2. Secondary.....	_____	_____	_____	_____
3. Elementary.....	_____	_____	_____	_____

- D. Approximately what percent of the students who enter your program complete the degree?

	Master's	Doctor's
	% completed	% completed
1. College.....	_____	_____
2. Secondary.....	_____	_____
3. Elementary.....	_____	_____

- E. Once an individual is admitted to the program, what specific requirements, peculiar to the guidance and student personnel program, must be met for continuation of graduate work in these fields? If it differs for field of study or degree, please specify.
- _____
- _____
- _____
- _____

IV. Curriculum for preparation of personnel and guidance workers:

A. For each of the following areas of preparation:

1. Indicate in columns 3, 4 and 5 the number of semester hours of work usually required in each area of preparation for both the master's (M) and doctoral (D) programs. (Note sample entry below.)
2. List by title under column 1 each course or seminar offered by your institution and indicate the number of semester hours credit in column 2.
3. Indicate by checking (✓) in columns 3, 4, and 5 those courses specifically required for each curriculum and each degree program.

(Read the entire list of areas of preparation before filling in and do not list any course twice.)

1 Areas of Preparation	2 Sem. Hrs.	Curriculum for:					
		3 College		4 Secondary		5 Elementary	
		M.	D.	M.	D.	M.	D.
EXAMPLE: 1. Analysis of the Individual	xxx	6	12	6	12	6	18
a. Individual Testing	3			✓	✓	✓	✓
1. Analysis of the Individual	xxx						
a. _____							
b. _____							
c. _____							
d. _____							
e. _____							
2. Educational and Occupational Information	xxx						
a. _____							
b. _____							
c. _____							
d. _____							
e. _____							

1		2		3		4		5	
Areas of Preparation		Sem. Hrs.		College M. D.		Secondary M. D.		Elementary M. D.	
3. Counseling		xxx							
a. _____									
b. _____									
c. _____									
d. _____									
e. _____									
4. Practicum, Internship, and/or Supervised Practices		xxx							
a. _____									
b. _____									
c. _____									
d. _____									
e. _____									
5. Group Procedures		xxx							
a. _____									
b. _____									
c. _____									
d. _____									
e. _____									
6. Organization and Ad- ministration		xxx							
a. _____									
b. _____									
c. _____									
d. _____									
e. _____									

1 Area of Preparation	2 Sem. Hrs.	3 College		4 Secondary		5 Elementary	
		M.	D.	M.	D.	M.	D.
7. Placement	xxx						
a. _____							
b. _____							
c. _____							
d. _____							
e. _____							
8. Follow-up and Evaluation	xxx						
a. _____							
b. _____							
c. _____							
d. _____							
e. _____							
9. Philosophy and Principles	xxx						
a. _____							
b. _____							
c. _____							
d. _____							
e. _____							
10. Methods of Research and Evaluation (Include statistics)	xxx						
a. _____							
b. _____							
c. _____							
d. _____							
e. _____							

1 Areas of Preparation	2 Elem. Hrs.	3 College		4 Secondary		5 Elementary	
		M.	D.	M.	D.	M.	D.
11. Psychological Foundations	xxx						
a. Growth and Development	xxx						
(1) _____							
(2) _____							
(3) _____							
b. Learning	xxx						
(1) _____							
(2) _____							
(3) _____							
c. Personality	xxx						
(1) _____							
(2) _____							
(3) _____							
d. Social	xxx						
(1) _____							
(2) _____							
(3) _____							
e. Clinical Technique and Methodology	xxx						
(1) _____							
(2) _____							
(3) _____							
f. Psychological Deviation	xxx						
(1) _____							
(2) _____							
(3) _____							

STATUS OF PREPARATION PROGRAMS

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1 Area of Preparation	2 Sem. Ers.	3 College M. D.		4 Secondary M. D.		5 Elementary M. D.	
g. Industrial Personnel	xxx						
(1)							
(2)							
(3)							
h. Other (please specify)	xxx						
(1)							
(2)							
(3)							
12. Sociological Foundations	xxx						
a.							
b.							
c.							
d.							
e.							
13. Economic Foundations	xxx						
a.							
b.							
c.							
d.							
e.							
14. Other (please specify)	xxx						
a.							
b.							
c.							
d.							
e.							

V. Miscellaneous:

A. How many earned degrees were granted with majors in personnel and guidance during the school year 1955-56 and 1956 summer sessions?

	1 Master's	2 Doctor's	3 Other (specify)
College			
Secondary			
Elementary			

B. How many placement requests did you have for the following areas during the school year 1955-56 and the 1956 summer session?

	1 Master's	2 Doctor's	3 Other (specify)
College			
Secondary			
Elementary			

C. Of the students who were awarded degrees in guidance and student personnel during the school year 1955-56 and summer session of 1956, how many have been, since receiving the degree, actively engaged in a guidance or student personnel job?

	1 Master's	2 Doctor's	3 Other (specify)
College			
Secondary			
Elementary			

	1 Master's	2 Doctor's	3 Other (specify)
College			
Secondary			
Elementary			

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a standard ruled sheet of paper. There is no handwriting or other markings on the page.